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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Language and Level** |  | | | | | | | |
| **Theme and Topic** |  | | | | | | | |
| **Important Question** |  | | | | | | | |
| **Goals**  *What should students know and be able to do by the end of the unit?* |  | | | | | | | |
| **Performance**  **Assessment**  *Do these tasks allow students to demonstrate how well they have met the goals of the unit? The performance assessment tasks are designed to be integrated throughout the instructional unit. The interpretive tasks are designed to inform the content of the presentational and interpersonal tasks.* | **Interpretive Tasks**  (This template encourages multiple interpretive tasks.) | | | | | | | |
|  | | | **Screen Shot 2013-04-08 at 9.29.19 PM.png** | | |  | |
| **Presentational Task** | | | | **Interpersonal Task** | | | |
| **Cultures**  **Examples**  *For each example, indicate the relationship between the product, practice, and perspective and the role and importance of the product, practice and perspective within the culture.* | **Product:**  **Practice:**  **Perspective:**    **Product:**  **Practice:**  **Perspective:** | | | | | | | |
| **Connections**  **Examples** | **Other Disciplines / Distinctive Viewpoints** | | | | **Technology Integration** | | | |
|  | | | |  | | | |
| **Comparisons**  **Examples** | **Culture** | | | | **Language** | | | |
|  | | | |  | | | |
| **Communities**  **Examples** | **Beyond the Classroom** | | | | **Lifelong Learning** | | | |
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| **Connections to**  **Common Core** |  | | | | | | | |
| **Toolbox** | | | | | | | | |
| Language Functions  | | | Related Structures / Patterns | | | Vocabulary Expansion | | |
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| **Key Learning Activities** | | | | | | | | |
| Standards Focus | | Learning Activity | | | | Purpose | | In-class /  Home |
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| **Resources** | | | | | | | | |
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